Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 178

H.I. HOLLAND ELEMENTARY SCHOOL AT LISBON

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H.I. HOLLAND ELEMENTARY SCHOOL AT LISBON (178)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- "New" students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 school year.
- The "retention rate" is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- "Average daily membership" is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The "average daily attendance" number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The "average daily attendance" percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of "yearly transactions" is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by "average daily membership," which gives (on average) the percentage of the membership associated with a transaction.
- "Continuously enrolled" students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the prior year" and denominator "# of teachers assigned to the school for the prior year." Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

TELPAS Administered On Or Before March 13, 2020

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
PK	74
KN	58
1	56
2	45
3	53
4	59
5	66
ALL	411

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	158	38.4	16	55.2
American Indian/Alaska Native	2	0.5	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	240	58.4	10	34.5
White	2	0.5	3	10.3
Multiple	9	2.2	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	210	51.1
Economically disadvantaged	404	98.3
Limited English proficient (LEP)	182	44.3
Special education	51	12.4
Talented and Gifted (TAG)	56	13.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	73	30	41.1	0	0.0	0	0.0	41	56.2	1	1.4	1	1.4
	2019	82	38	46.3	0	0.0	0	0.0	42	51.2	1	1.2	1	1.2
	2020	74	31	41.9	0	0.0	0	0.0	43	58.1	0	0.0	0	0.0
KN	2018	43	19	44.2	0	0.0	0	0.0	23	53.5	1	2.3	0	0.0
	2019	55	24	43.6	0	0.0	0	0.0	29	52.7	0	0.0	2	3.6
	2020	58	25	43.1	0	0.0	0	0.0	31	53.4	1	1.7	1	1.7
1	2018	46	22	47.8	0	0.0	0	0.0	22	47.8	2	4.3	0	0.0
	2019	45	18	40.0	0	0.0	0	0.0	27	60.0	0	0.0	0	0.0
	2020	56	20	35.7	0	0.0	0	0.0	35	62.5	0	0.0	1	1.8
2	2018	61	25	41.0	1	1.6	0	0.0	34	55.7	1	1.6	0	0.0
	2019	52	20	38.5	0	0.0	0	0.0	31	59.6	1	1.9	0	0.0
	2020	45	16	35.6	0	0.0	0	0.0	27	60.0	0	0.0	2	4.4
3	2018	61	27	44.3	0	0.0	0	0.0	32	52.5	0	0.0	2	3.3
	2019	64	30	46.9	1	1.6	0	0.0	32	50.0	0	0.0	1	1.6
	2020	53	20	37.7	0	0.0	0	0.0	31	58.5	1	1.9	1	1.9
4	2018	65	25	38.5	0	0.0	0	0.0	40	61.5	0	0.0	0	0.0
	2019	56	20	35.7	1	1.8	0	0.0	32	57.1	1	1.8	2	3.6
	2020	59	26	44.1	1	1.7	0	0.0	31	52.5	0	0.0	1	1.7
5	2018	66	31	47.0	0	0.0	0	0.0	34	51.5	0	0.0	1	1.5
	2019	62	25	40.3	0	0.0	0	0.0	37	59.7	0	0.0	0	0.0
	2020	66	20	30.3	1	1.5	0	0.0	42	63.6	0	0.0	3	4.5
PK-5	2018	415	179	43.1	1	0.2	0	0.0	226	54.5	5	1.2	4	1.0
	2019	416	175	42.1	2	0.5	0	0.0	230	55.3	3	0.7	6	1.4
	2020	411	158	38.4	2	0.5	0	0.0	240	58.4	2	0.5	9	2.2

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2018	73	73	100.0	31	42.5	1	1.4	33	45.2	0	0.0	56	76.7	54.8	45.2	23.3
	2019	82	82	100.0	35	42.7	6	7.3	9	11.0	0	0.0	57	69.5	48.8	51.2	28.0
	2020	74	74	100.0	37	50.0	4	5.4	37	50.0	0	0.0	47	63.5	50.0	50.0	35.1
KN	2018	43	38	88.4	19	44.2	1	2.3	21	48.8	6	14.0	13	30.2	53.5	46.5	0.0
	2019	55	55	100.0	20	36.4	5	9.1	16	29.1	7	12.7	11	20.0	50.9	49.1	0.0
	2020	58	58	100.0	25	43.1	3	5.2	25	43.1	7	12.1	9	15.5	51.7	48.3	1.7
1	2018	46	41	89.1	16	34.8	5	10.9	16	34.8	5	10.9	7	15.2	47.8	52.2	2.2
	2019	45	44	97.8	24	53.3	7	15.6	22	48.9	10	22.2	4	8.9	46.7	53.3	0.0
	2020	56	54	96.4	26	46.4	8	14.3	22	39.3	9	16.1	9	16.1	53.6	46.4	0.0
2	2018	61	52	85.2	28	45.9	7	11.5	36	59.0	9	14.8	6	9.8	50.8	49.2	6.6
	2019	52	50	96.2	21	40.4	7	13.5	21	40.4	4	7.7	7	13.5	48.1	51.9	3.8
	2020	45	45	100.0	23	51.1	8	17.8	25	55.6	9	20.0	3	6.7	55.6	44.4	2.2
3	2018	61	53	86.9	22	36.1	10	16.4	32	52.5	10	16.4	3	4.9	57.4	42.6	9.8
	2019	64	60	93.8	27	42.2	9	14.1	36	56.3	9	14.1	9	14.1	53.1	46.9	4.7
	2020	53	52	98.1	20	37.7	9	17.0	24	45.3	7	13.2	3	5.7	45.3	54.7	3.8
4	2018	65	60	92.3	31	47.7	14	21.5	48	73.8	8	12.3	8	12.3	52.3	47.7	4.6
	2019	56	54	96.4	20	35.7	7	12.5	34	60.7	7	12.5	6	10.7	60.7	39.3	0.0
	2020	59	57	96.6	27	45.8	10	16.9	39	66.1	13	22.0	3	5.1	49.2	50.8	1.7
5	2018	66	60	90.9	27	40.9	7	10.6	43	65.2	8	12.1	8	12.1	57.6	42.4	1.5
	2019	62	58	93.5	29	46.8	11	17.7	48	77.4	12	19.4	4	6.5	46.8	53.2	1.6
	2020	66	64	97.0	24	36.4	9	13.6	38	57.6	11	16.7	5	7.6	51.5	48.5	0.0
PK-5	2018	415	377	90.8	174	41.9	45	10.8	229	55.2	46	11.1	101	24.3	53.7	46.3	7.7
	2019	416	403	96.9	176	42.3	52	12.5	186	44.7	49	11.8	98	23.6	50.7	49.3	7.0
	2020	411	404	98.3	182	44.3	51	12.4	210	51.1	56	13.6	79	19.2	50.9	49.1	7.5

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2018	44	11,061	41	93.2	10,520	95.1	9	20.5	17.8	34	9,830	77.3	88.9
	2019	52	10,918	49	92.7	10,370	95.0	4	7.6	5.7	45	9,637	85.9	88.3
	2020	57	10,874	54	95.3	10,319	94.9	3	5.3	3.8	54	9,815	95.5	90.3
1	2018	42	11,550	40	93.9	11,055	95.7	7	16.6	16.6	35	10,347	83.1	89.6
	2019	44	11,198	42	94.9	10,715	95.7	2	4.5	5.0	36	10,069	81.6	89.9
	2020	56	11,192	53	94.7	10,678	95.4	4	7.1	3.9	50	10,139	88.9	90.6
2	2018	62	11,864	59	95.4	11,398	96.1	6	9.7	15.9	58	10,717	94.2	90.3
	2019	49	11,232	46	94.3	10,781	96.0	4	8.2	4.8	37	10,169	75.9	90.5
	2020	46	11,070	44	94.4	10,616	95.9	0	0.0	3.2	43	10,175	92.8	91.9
3	2018	61	12,536	58	95.8	12,080	96.4	9	14.8	14.4	55	11,431	90.6	91.2
	2019	62	11,452	59	95.8	11,029	96.3	7	11.3	4.6	54	10,478	86.9	91.5
	2020	51	11,093	49	95.2	10,664	96.1	1	2.0	3.5	45	10,181	88.0	91.8
4	2018	64	12,675	61	95.8	12,235	96.5	4	6.3	14.1	59	11,637	92.5	91.8
	2019	56	12,118	54	95.7	11,690	96.5	6	10.7	4.9	49	11,112	87.3	91.7
	2020	59	11,323	56	96.2	10,902	96.3	1	1.7	3.4	56	10,479	95.5	92.5
5	2018	63	12,498	61	96.1	12,078	96.6	1	1.6	6.1	56	11,513	88.7	92.1
	2019	59	12,193	57	96.4	11,779	96.6	3	5.1	4.5	54	11,300	91.3	92.7
	2020	68	11,957	65	95.1	11,518	96.3	3	4.4	3.2	58	11,098	85.5	92.8
KN-5	2018	335	72,186	319	95.2	69,366	96.1	36	10.7	14.0	297	65,475	88.6	90.7
	2019	323	69,110	307	95.0	66,364	96.0	26	8.1	4.9	275	62,765	85.2	90.8
	2020	337	67,509	320	95.2	64,698	95.8	12	3.6	3.5	306	61,887	90.9	91.7

Teachers: 29

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	16	55.2
Hispanic	10	34.5
White	3	10.3
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	20	69.0
Male	9	31.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	4.3	74.1
2018-19	4.2	80.0
2019-20	3.8	79.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	2	6.9
2	1	3.4
3	1	3.4
4	3	10.3
5	2	6.9
1-3	4	13.8
More than 3	25	86.2
1 - 5	9	31.0
6 - 10	5	17.2
11 - 20	8	27.6
More than 20	7	24.1

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (25)	Beginning	17	68.0	16	64.0	22	88.0	21	84.0	18	72.0
	Intermediate	5	20.0	6	24.0	2	8.0	1	4.0	4	16.0
	Advanced	1	4.0	2	8.0	1	4.0	1	4.0	2	8.0
	Advanced High	2	8.0	1	4.0	0	0.0	2	8.0	1	4.0
1 (26)	Beginning	5	19.2	7	26.9	25	96.2	18	69.2	7	26.9
	Intermediate	16	61.5	11	42.3	0	0.0	7	26.9	18	69.2
	Advanced	5	19.2	8	30.8	1	3.8	1	3.8	1	3.8
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (21)	Beginning	3	14.3	5	23.8	10	47.6	8	38.1	3	14.3
	Intermediate	4	19.0	13	61.9	6	28.6	8	38.1	12	57.1
	Advanced	10	47.6	3	14.3	4	19.0	4	19.0	6	28.6
	Advanced High	4	19.0	0	0.0	1	4.8	1	4.8	0	0.0
3 (20)	Beginning	0	0.0	4	21.1	3	15.0	3	15.8	1	5.3
	Intermediate	5	26.3	12	63.2	9	45.0	13	68.4	10	52.6
	Advanced	11	57.9	3	15.8	4	20.0	1	5.3	8	42.1
	Advanced High	3	15.8	0	0.0	4	20.0	2	10.5	0	0.0
4 (27)	Beginning	1	3.7	2	7.4	10	37.0	2	7.4	1	3.7
	Intermediate	11	40.7	13	48.1	11	40.7	8	29.6	16	59.3
	Advanced	9	33.3	10	37.0	5	18.5	5	18.5	8	29.6
	Advanced High	6	22.2	2	7.4	1	3.7	12	44.4	2	7.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
–	Beginning	–			
	Intermediate	–		–	
–	Advanced	–	–	–	
	Advanced High	–	–		–
25	Beginning	6			
	Intermediate	7	11		
8 (32.0%)	Advanced	0	1	0	
	Advanced High	0	0	0	
19	Beginning	2			
	Intermediate	10	1		
16 (84.2%)	Advanced	4	2	0	
	Advanced High	0	0	0	
20	Beginning	1			
	Intermediate	1	9		
4 (20.0%)	Advanced	0	3	5	
	Advanced High	0	0	0	
27	Beginning	1			
	Intermediate	0	16		
3 (11.1%)	Advanced	0	1	7	
	Advanced High	0	0	2	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (23)	Beginning	0	0.0	0	0.0	1	4.3	2	8.7	0	0.0
	Intermediate	7	30.4	10	43.5	6	26.1	7	30.4	8	34.8
	Advanced	10	43.5	11	47.8	9	39.1	7	30.4	10	43.5
	Advanced High	6	26.1	2	8.7	7	30.4	7	30.4	5	21.7
ALL (142)	Beginning	26	18.4	34	24.1	71	50.0	54	38.3	30	21.3
	Intermediate	48	34.0	65	46.1	34	23.9	44	31.2	68	48.2
	Advanced	46	32.6	37	26.2	24	16.9	19	13.5	35	24.8
	Advanced High	21	14.9	5	3.5	13	9.2	24	17.0	8	5.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (% Progressed)	2020 Level	2019 Level Beg	Int	Adv	Adv High
23　　7 (30.4%)	Beginning	0			
	Intermediate	0		8	
	Advanced	0	2		8
	Advanced High	0	0		5
115　　38 (33.0%)	Beginning	11			
	Intermediate	18		45	
	Advanced	4	9		20
	Advanced High	0	0		7

☐ Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

Elementary School Exams

GRADE 1 MATHEMATICS

| 50 | 73.7 | 79.8 | | | 74.0 | | 78.9 | |

GRADE 1 READING

| 29 | 69.1 | 81.5 | | | 96.6 | | 91.2 | |

GRADE 1 READING SPANISH

| 22 | 79.8 | 86.5 | | | 90.9 | | 89.5 | |

GRADE 2 MATHEMATICS

| 39 | 63.6 | 74.6 | 85.4 | | 61.5 | 100.0 | 76.5 | 92.3 |

GRADE 2 READING

| 22 | 68.6 | 79.1 | 79.4 | | 81.8 | 95.5 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 17 | 66.5 | 74.9 | 90.5 | | 70.6 | 100.0 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 47 | 56.1 | 70.7 | 74.6 | | 59.6 | 70.2 | 70.6 | 90.8 |

GRADE 3 READING

| 42 | 47.9 | 68.7 | 75.2 | | 47.6 | 69.0 | 62.6 | 88.7 |

GRADE 3 READING SPANISH

| 5 | * | * | * | | * | * | 57.7 | * |

GRADE 4 LANGUAGE ARTS

| 55 | 65.1 | 75.1 | 79.9 | | 74.5 | 92.7 | 68.3 | 91.7 |

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 READING

GRADE 3 READING SPANISH

GRADE 4 LANGUAGE ARTS

SEMESTER 1 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 4 LANGUAGE ARTS SPANISH

| 2 | * | * | * | | * | * | 68.5 | * |

GRADE 4 MATHEMATICS

| 57 | 76.1 | 82.5 | 84.9 | | 80.7 | 91.2 | 71.7 | 90.4 |

GRADE 4 READING

| 55 | 52.0 | 73.8 | 80.3 | | 69.1 | 94.5 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 2 | * | * | * | | * | * | 80.7 | * |

GRADE 5 MATHEMATICS

| 65 | 69.0 | 77.3 | 81.9 | | 72.3 | 95.4 | 78.3 | 91.9 |

GRADE 5 READING

| 61 | 50.2 | 75.1 | 84.3 | | 78.7 | 95.1 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 4 | * | * | * | | * | * | 79.8 | * |

GRADE 5 SCIENCE

| 65 | 72.0 | 75.3 | 86.1 | | 64.6 | 100.0 | 76.5 | 95.9 |

SEMESTER 2 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 4 LANGUAGE ARTS SPANISH

| | | | | | | | | |

GRADE 4 MATHEMATICS

| | | | | | | | | |

GRADE 4 READING

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GRADE 4 READING SPANISH

| | | | | | | | | |

GRADE 5 MATHEMATICS

| | | | | | | | | |

GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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